

**Standards-Based IEPs: What, Why, and How?**  
**Spring, 2011 - University of Montana**

<b>Instructor:</b>	Dr. Gail McGregor
<b>On-campus Office:</b>	47 Corbin Hall 243-5467
<b>Off-Campus Office:</b>	700 SW Higgins, Suite 250 Missoula, MT 59803 243-2348
<b>Office Hours:</b>	By appointment. Please contact me and we will schedule a time to meet, talk on the phone, videoconference, or “chat” online.
<b>Mailing Address:</b>	University of Montana Rural Institute on Disabilities 52 Corbin Hall Missoula, MT 59812
<b>Fax:</b>	243-4730
<b>E-Mail:</b>	<a href="mailto:mcmgregor@ruralinstitute.umt.edu">mcmgregor@ruralinstitute.umt.edu</a>
<b>Class Materials Webpage</b>	<a href="http://www.opi.mt.gov/Curriculum/MontCAS/MontCAS_Presents.html#gpm1_3">http://www.opi.mt.gov/Curriculum/MontCAS/MontCAS_Presents.html#gpm1_3</a>

**Course Description:** This course introduces the concept of aligning IEPs for students with disabilities with the general education curriculum standards. Using a series of 5 online modules as its basis, course participants will learn why this practice is growing nationally, and how standards-based IEPs serve as a mechanism to support access to the general education curriculum for students with disabilities. The course is taught online, in an asynchronous format. Participant interaction will be structured through threaded discussions and other online interactive forums.

**Course Outcomes:** At the end of this course, you will be able to do the following:

1. Provide a definition of a standards-based IEPs.
2. Discuss the rationale for standards-based IEPs, from a legal and educational perspective..
3. Identify the steps involved in creating a standards-based IEP.

4. Describe classroom practices that facilitate access to standards-based instruction by students with disabilities in general education classrooms.

**Required Readings:** In keeping with the [Fair Use copyright guidelines](#) for education, it is permissible for each class member to download a single copy of the readings below for educational purposes.

**Unit 1:**

Hock, M. (2000). Ten Reasons Why We Should Use Standards in IEPs. *In CASE*, 5-7.

Cortiella, C. (2006) *NCLB and IDEA: What Parents of Students with Disabilities Need to Know*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

**Unit 2:**

Karger, J., & Hitchcock, C. (2003). *Access to the general curriculum for students with disabilities: A brief legal interpretation*. National Center on Access to the General Education Curriculum. Retrieved online at:  
[http://www.cast.org/publications/ncac/ncac\\_accesslegal.html](http://www.cast.org/publications/ncac/ncac_accesslegal.html).

**Unit 3:**

Clayton, J., Burdge, M., Denham, A., Kleinert, H. L., & Kearns, J. (2006). A four step process for accessing the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children*, 38(5), 20-27.

Cortiella, C. (2008). Understanding the standards-based IEP. *Advocacy Brief*, National Center for Learning Disabilities.

**Unit 4:**

Ahern, A. (2010). Standards-Based IEP Implementation Update. *inForum*, Alexandria, VA: NASDSE.

McLaughlin, M. (2009). Keys to Creating Standards-Based IEPs. *The Special Edge*, 23(1), 1, 4-6.

**Unit 5:**

Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum. Universal design for learning. *Teaching Exceptional Children*, 35(2), 8-17.

Hoover, J. J., & Patton, J. R. (2008). The role of special educators in a multitiered instructional system. *Intervention in School and Clinic*, 43(4), 195-202.

Schumm, J. S., Vaughn, S., & Harris, J. (1997). Pyramid power for collaborative planning. *Teaching Exceptional Children*, 29(6), 62-66.

## Course Schedule:

The Spring semester at the University of Montana begins on January 24, 2011. Each unit of this two credit course will be two weeks in length, meaning that the class will last a total of 10 weeks. The course is built around a series of 5 recorded webinars that developed under the auspices of Montana's Office of Public Instruction, Division of Assessment. The topics and activities for each unit are summarized in the course schedule below.

Week	Class Topics/Activities/Related Projects	Readings/Videos
<b>Unit 1: Introduction and Overview of Standards-Based IEPs</b>		
1-2 2/7/11 - 2/20/11	<b>Unit 1: Introduction and Overview of Standards-Based IEPs</b> <ul style="list-style-type: none"> <li>Definition of standards-based IEPs</li> <li>Rationale for aligning IEPs to standards</li> <li>Vocabulary of standards-based instruction</li> <li>Standards within the larger educational context</li> </ul>	View: Module 1 Hock (2000) Cortiella (2000)
3-4 2/21/11 - 3/6/11	<b>Unit 2: The Legal Foundation</b> <ul style="list-style-type: none"> <li>History of access to the general education curriculum</li> <li>General curriculum implications for drafting the IEP</li> <li>Students working far below grade level</li> <li>Legal standards for FAPE</li> </ul>	View: Module 2 Karger & Hitchcock (2003)
5-6 3/7/11 - 3/20/11	<b>Unit 3: Access to the General Education Curriculum</b> <ul style="list-style-type: none"> <li>What is the "general curriculum"?</li> <li>Standards-based instruction for students with disabilities</li> <li>New models of special education support</li> <li>Access for students with severe disabilities</li> </ul> <b>Project 1: Examining Access to the General Education Curriculum for a Sample of Students</b>	View: Module 3 Clayton et al (2006) Cortiella (2008)
7-8 3/21/11 - 4/3/11	<b>Unit 4: Writing a Standards-Based IEP</b> <ul style="list-style-type: none"> <li>National trends in adopting standards-based IEPs</li> <li>Steps in developing IEPs, when referenced to standards</li> </ul> <b>Project 2: Develop Standards-Referenced PLAAFP Statement</b>	View: Module 4 Ahern (2010) McLaughlin (2009)

Week	Class Topics/Activities/Related Projects	Readings/Videos
9-10 4/4/11 - 4/17/11	<b>Unit 5: Classroom Practices that Support Access to the General Education Curriculum</b> <ul style="list-style-type: none"> <li>Lessons learned from the past</li> <li>Effective strategies</li> <li>Benefits of inclusion</li> </ul> <b>Project 3: Identifying Steps to Improve Curricular Access for Students with Disabilities</b>	View: Module 5 Hitchcock et al (2002) Hoover & Patton (2008) Schumm et al., 1997

**Course Requirements:** The course requirements are listed below. The expectation is that you will complete projects and course activities that are worth a maximum of 100 points. The distribution of these points across class activities and due dates are identified below. The criteria for grading is provided after the table.

Activity/Project	Due Date	Points Possible
Online interaction and threaded discussions	weekly	30
<b>Project 1: Examining Access to the General Education Curriculum for a Sample of Students</b>	3/28/11	25
<b>Project 2: Develop Standards-Referenced PLAAFP Statement</b>	4/11/11	20
<b>Project 3: Identifying Steps to Improve Curricular Access for Students with Disabilities</b>	5/2/11	25
<b>Total Points Possible:</b>		100

**Grading\*:**

A	=	94 - 100	B	=	83 - 86	C	=	73 - 76	D	=	63 - 66
A-	=	90 - 93	B-	=	80 - 82	C-	=	70 - 72	D-	=	60.0 - 62
B+	=	87 - 89	C+	=	77 - 79	D+	=	67 - 69	F	=	0 - 59.9

\*Percentage will be determined by dividing total points earned by total possible and multiplying by 100; grades round from the tenth position using standard practices of 0 - 4 rounds down and 5 - 9 rounds up with the exception of "F".